UNESCO

SOURCES

Readers, we have reserved this page for your comments, suggestions and criticisms. Consider it yours !

A BROAD VIEW

Noel Compaore
High School student
Ouagadougou (Burkina Faso)

Let me congratulate you on your magazine which I have been receiving for quite some time, and which enables me to have a broad view of world events.

I have found it very useful, particularly for the preparation of oral reports for my studies, notably in the fields of literacy and the environment. In fact, it was thanks to SOURCES that I obtained my B.E.P.C. (Junior High School certificate) in 1991.

ANOTHER VISION OF THE WORLD

Richard McKellar
Engineer
Glasgow (U.K.)

Your magazine provides another vision of the world: tolerance, planetary information, action on all levels contributing to the advancement of education and culture. In addition, I receive SOURCES in French which gives me the opportunity of perfecting that language.

May I take the liberty, however, of pointing out that in reproducing a letter from a reader (No. 52, December 1993, page 2), you indicate her address as *"Edinburgh, Angleterre (England)"*.

This is a regrettable error for an international magazine like yours to make. Edinburgh is located in Scotland, in the United Kingdom of Great Britain and Northern Ireland, Great Britain comprising Scotland, Wales, and England.

POLITICALLY INCORRECT?

Kate Lewin
Journalist
Paris, France

I am a faithful reader of your very interesting publication, of which I often see both the English-language and the French-language editions. That is why I was surprised and shocked to see that in the French edition of your last issue (No. 52/December 1993, pages 21 and 22) you twice use the term *"Pekin"* instead of the pin-yin transliteration *"Beijing"* which has been in use since 1979. I feel that sticking to the old term smacks a bit of colonialism, much like the continued use of *"Saigon"* for Ho Chi Minh City.

These are two quite different problems: using a former name for a city which has been re-baptised (the case of Ho Chi Minh City) and using the French spelling of a place name even if this does not correspond to the "official" transliteration.

SOURCES, which is not an official UNESCO publication, has chosen to publish the names of cities as these are commonly spelled in the francophone press, simply in order to be understood by the majority of our readers. In a way, this press follows a long linguistic tradition according to which the French language has tended to adapt foreign spellings. This is true not only for place names like Pekin but also names of persons, eg. Michel-Ange. However (a further complication), the francophone press uses Pekin but also Beijing. Conclusion: it may be some time before your question obtains an unequivocal answer.- Ed.

IN DEFENSE OF THE 14TH CENTURY

Anne Kraatz
Historian
Paris, France

Regarding the otherwise excellent article in your last issue (No. 52/December 1993, page 8) entitled *"The Main Challenges"* by Danièle Blondel, I would in turn, like to challenge the author's condemnation of the 14th century as *"anarchic, backward and warlike,"* in short *"calamitous"*.

On the contrary, it was during the 14th century that masters like Dante, Giotto, and Chaucer, and trailblazers like Marco Polo, to mention only a few, formulated the intellectual and aesthetic concepts which were later to characterize the Renaissance and thus contribute in a capital way to our modern understanding of the world.

EDUCATION, THE SOLUTION

In this period of crisis and drive for development, education is being used as a somewhat obvious scapegoat. If the ranks of the unemployed continue to swell, especially amongst the young, it is because the education system has not sufficiently prepared them for the professional arena. If economic growth has been stunted in numerous Third World countries, it is because their schools cannot provide quality education, or even reach all children. In either case, the main complaint is that education does not meet the needs of the working world... But that supposes that the main purpose of education is to limited to meeting the needs of offices and factories.

The leaders of the delegations to UNESCO's 27th Session of the General Conference (October 25-November 16) made education their focal point, but considered it in a much larger perspective. Certainly they accepted the role of education in preparing youth for the working world, but they also emphasized that learning should be carried out in an "integral" and "global" manner in order to respond to the two major exigencies of our time: the consolidation of peace, threatened by mounting xenophobia and ignorance of others; and the pursuit of sustainable development, menaced by increasing disparities and inequalities. Broad agreement was reached that education - the development of all human potential is "the most powerful lever we have for shaping the future", enabling following generations to learn how to produce and live together. This unanimity, apart from the advantage of concentrating energy on a common goal, takes UNESCO to the essence of its mandate. Through education itself, but also education via the sciences, culture, information and communication, we must work towards a change of spirit, modifying our vision of the world and therefore how we stand in relation to one another and to nature. It is this primordial task that Member States have asked UNESCO to assume, or, more precisely, to help those who work with it to assume.

René LEFORT

CONTENTS

Skipping classes to work? In Rio.

PAGE AND SCREEN 4
PEOPLE 5

FOCUS
PAGES 6 to 18
NINE GIANTS - ONE GOAL

Seeking a new life elsewhere.

PLANET :

Social Sciences:
• PEOPLE ON THE MOVE 20

Cultural Heritage:
• NATURALLY YOURS 22

Co-Action:
• NAGOYA'S URGENT POSTCARDS 23

Three million visitors to Old Faithful annually.

LOOKING AHEAD 24

Editorial and Distribution Services : Unesco Sources, 7 place de Fontenoy, 75700 Paris. Tel. : (1) 45 68 10 00, Fax : 45 67 30 72, Telex : 200472 France. This magazine is destined for use as an information source and is not an official Unesco document. ISSN 1014-6989.

Cover photo :
Biker (India)
© Christophe Kuhn.

Photo page 6: © Vidal

UNESCO SOURCES

All articles are free of copyright restrictions and can be reproduced, in which case the editors would appreciate a copy. Photos carrying no copyright mark may be obtained by the media on demand.

BOOKS

GENERAL HISTORY OF AFRICA VIII

Africa since 1935

The eighth and final volume of UNESCO's monumental General History of Africa examines the

period from 1935 to the present. For Africa, 1935 marked the beginning of the Second World War with Mussolini's invasion of Ethiopia. International conflict dominates the first section of this volume which describes crises in the Horn and North Africa, and other regions under the domination of the European powers. The next three sections cover the ensuing Africa-wide struggles for political sovereignty, from 1945 to independence, underdevelopment and the fight for economic independence, and socio-political change since independence, looking at nation-building and changing political structures and values. Section five deals with socio-cultural change since 1935, from religion to literature, language to philosophy, science and education. The last two sections address the development of Pan-Africanism, pointing up the vital and growing interrelation of independent Africa and the rest of the globe.

● *Africa since 1935*, by Ali A. Mazrui, ed., Vol. VIII in UNESCO's *General History of Africa*, UNESCO/Heinemann/California 1993, 1026 pp., illus., 300FF

JUDGING EDUCATIONAL RESEARCH

Focusing on educational research studies that employ experimental or survey research methodologies, this booklet aims at assisting planners distinguish between high quality research and other research that should not be relied upon for decision-making purposes. The author, Richard Wolf of Teachers College, Columbia University, discusses the main methods and the factors that threaten their validity, then synthesizes the discussion into a checklist of 10 key criteria to serve as an evaluative framework.

● *Judging Educational Research* Based on Experiments and Surveys, by R. Wolf, Fundamentals of Educational Planning No. 45, UNESCO/IIEP, 76 pp., 50FF

STUDY ABROAD

The new, 18th edition of UNESCO's popular reference book contains 2,895 entries concerning post-secondary education and training in 128 countries, for 1994 - 1995 scholarships, university-level

entry-level upgrading and short-term courses, training and continuing education, student employment possibilities, etc.

● *Study Abroad*, UNESCO, 1993, Trilingual Eng./Fr./Span., 1214 pp., 120FF

PERIODICALS

THE INTERNATIONAL SOCIAL SCIENCE JOURNAL

Exploring the Future

Throughout history, humans have sought to see into the future. Thinkers have reflected on the development of their own society, as well as the evolution of the world as a whole. Imaginary descriptions of future societies, as in the utopias of Plato, Bacon and More, have served as models, and conversely have given warnings of horrors to avoid. In the 20th century, the social sciences have played a major role by introducing into futures studies the discipline and rigour of science. This issue (137) outlines some of the approaches used in "exploring the future", and some of the trends that have emerged.

THE UNESCO COURIER

A North-South Debate: The Meaning of Progress

"Can North and South share the same idea of progress?" was the issue debated by some 40 writers and artists at Headquarters earlier this year. The December Courier publishes excerpts from some of the contributions. After examining "progress as a myth of industrial modernity", the editorial suggests that "perhaps the very perception of a North-South dichotomy is an offshoot of this myth. The North-South divisions have become blurred now that poverty and destitution have become part of the urban landscape in the North". In this context, the role of the intellectual "is not to impose an ideal world, but to help exorcize what is worst in the present one - xenophobia, intolerance and exclusion." The issue opens with an interview with French philosopher Michel Serres.

PROSPECTS

Monitoring the quality of education worldwide: I. The main lines of research

"During the 1990's, quality will replace quantity as policy-makers and planners refocus ways to improve schooling," writes William Loxley, Director of the International Association for the Evaluation of Educational Achievement in the Open File of this issue (No. 83), first of two on comparative research. Reporting on international surveys in countries around the globe, the dossier sets out to demonstrate how educational evaluation takes on greater importance as more and more countries recognize the benefits gained from comparing their own educational achievement within an international context.

RECORDS

TAJIK MUSIC OF BADAKHSHAN

Of indo-Iranian stock, the Tajiks live not only in Tajikistan, but also in Afghanistan, Uzbekistan and a small enclave in Xinjiang, China, in the mountainous region of Badakhshan (Tajikistan), they are of the Ismaili faith which, along with their geographical situation, has helped preserve highly original musical forms such as the use of the chromatic scale, encountered practically nowhere else in the East. This recording includes both songs and instrumental music, with a dominant role given to the big setar lute and lutes with hide sounding boards, the rabab and the tanbur.

● *Tajik Music of Badakhshan*, Music & Musicians of the World series, UNESCO/UNESCO, 1993, Cassette 52FF, CD 109FF

Publications and periodicals are on sale at the UNESCO Bookshop, or by order from UNESCO Publishing, 7 place de Fontenoy, 75352 Paris 07 SP, and in Member States through national distributors. Catalogue on request.

JEAN ROUCH
A CRAFTSMAN OF FILM

For France's Jean Rouch, it goes without saying that films must be *"rescued"*. He is also supporting a plan to open West Africa's first real *"cinemathèque"* in Ouagadougou, the capital of Burkina Faso. It's all part of his broader agenda for saving the cinema from the *"ruthless"* challenge of television and video and the resulting closing of public cinemas.

Still spry at 76, with short white hair, an exhuberant manner and eyes ever twinkling with humour, Rouch is Chairman of the International Television and Cinema Council and of the French Cinémathèque. He is also an ethnologist.

CINEMA CENTENARY

He is presently making his 121st film - about Africa of course. Like most of his colleagues, Jean Rouch strongly supported UNESCO's November 2 appeal to preserve the world's film heritage. He's also one of the patrons of celebrations marking the 100th anniversary of the cinema.

Ironically, as this anniversary approaches, the cinema is actually losing huge numbers of the very films that made it the art-form of the century. In fact, as UNESCO Director-General, Federico Mayor, pointed out in the appeal, *"about three-quarters of the films made before 1950 are gone forever"*.

Thousands of kilometres of celluloid will disintegrate with ageand be gone forever unless they are immediately restored and preserved. This would be a *"waste"* which Rouch, who calls himself a *"handyman,"* a craftsman with all the love and care this implies, doesn't care to contemplate.

To him, the situation is very serious, because if the films are lost, the cinema might not survive in the face of new cultural trends, new technologies and commercial demands.

In Africa, he says, half of the cinemas have closed over the past decade. The Argentine filmmaker

JEAN ROUCH
(Photo UNESCO/ Michel Claude)

Fernando *"Pino"* Solanas who also signed the appeal, reports the same situation in Latin America, where, in Argentina alone, the number of cinemas has dropped from 1,600 to only 280 during the same period.

Rouch indignantly accuses video of *"killing off"* the cinema. There's nothing easier, he says, than *"pirating"* a cassette. This then prompts the public to abandon movie theatres, and leads the people who run them into bankruptcy, causing a deadly break in the natural author-producer-distributor chain.

Television and its hypnotic ability to keep viewers at home is also to blame. An outing to the cinema is an effort fewer and fewer people bother to make these days.

TELEVISION STATIONS

Even though television stations pack their programmes with films to attract viewers, the cinemas don't benefit much, either financially or intellectually.

For Rouch, *"the cinema is communal entertainment, like a football match or a bullfight. When you watch a film on television, you don't see anything"*, he stresses.

He fondly recalls the *"warmth"* of open-air cinemas in Africa when they used to move around the country.

The public's reaction, he says, is part of any film. He learned that from French filmmaker Jacques Tati.

"Back in 1945, we were sharing a cutting room and one day I was amazed to see him still working on 'Monsieur Hulot's Holiday', even though it was already out," Rouch said.

"Tati explained that every evening, he sat in the cinema watching how people responded to his film and then, the next day, touched it up to get the reaction he wanted. He used to say making a film was like carpentry, you had to fiddle around with it."

Rouch also deplores the fact that most filmmakers don't bother about having their work understood by the largest possible audience.

Not a matter of content, but of form. Lots of different languages are spoken in Africa and many people there do not understand French or English. The problem of this kind of exclusion was solved by one local producer who made films with practically no dialogue. But as soon as he became successful, he put in subtitles, which was absurd in a part of the world where so many people can't read.

Even though Rouch is clear about the threats to his art-form, he still has to bend to the enemy. His last film, made in Niger, *"Mme l'Eau"* (Madame Water), was financed by three television networks: the BBC, Dutch television and Franco-German ARTE.

DETERMINED

He's determined, however, that this *"TV film,"* about aid to poor countries, be shown in movie houses as well.

"We should follow Japan's example," he says. *"For the last 25 years, one of their television networks presents a weekly selection of documentaries which are then shown in a cinema belonging to the network."*

For the moment, that's a bit of a pipedream.

Catherine DERIVERY

● **THREE HEADS OF STATE,** addressing the 27th session of UNESCO's General Conference of Member States (October 25 to November 16) recalled the role of international organizations in this period of transition to a culture of peace and democracy.
Egyptian President Hosni Mubarak, speaking on October 29, asserted that *"civilization is a factor of unity, not division, bringing people together under the banner of reason"* and that it was up to the world community to take a *"collective stand in favour of peace, stability and security, and against violence, tension and anxiety"*.
On November 9, Namibian President, Sam Nujoma, said *"Change brings many welcome and unwelcome challenges. International organizations must therefore reappraise their role and the relevance of their programmes"* in order to achieve *"tangible results beneficial to the majority of the people in our countries"*.
Finally, the President of the Republic of Benin, Nicéphore Soglo, launching an appeal for a Marshall Plan-type fund, destined for Africa, declared on November 10, that *"UNESCO must struggle for a new type of international co-operation based on fair remuneration for the work carried out by the populations of the South, a fair distribution of resources and a new kind of partnership."*

NINE GIANTS - ONE GOAL

More than half of the world's population, or 2.7 billion people, live in nine countries: Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan. These same nations account for 70 percent of the world's adult illiterates and more than half of its out-of-school children. The leaders of these countries are meeting in New Delhi (India) this month (13-16 Dec.) for the world's first Education For All Summit - an attempt to turn the figures around by mobilizing the necessary political support, and raising the financial and technical resources to universalize primary education and massively reduce illiteracy.

This month's Focus looks at the shape of education in each of these nine giants; the main obstacles they face and the advantages each possesses to make Education for All a reality.

It is not difficult to recognize that the map of world illiteracy coincides with that of world poverty," says former director of UNESCO's International Institute for Educational Planning Sylvain Lourié.

Nor is it difficult to see that this same map corresponds to those regions of the world with the highest population growth rates.

Can we conclude that education leads to rich and less populous societies? Perhaps not, but there is enough proof available to show that there is a clear link. Those countries with the highest school enrolment and literacy rates are also those with the highest GNP. And in almost every country, educated mothers have been found to have fewer and healthier children than their less educated sisters. In Brazil, for instance, uneducated women have an average of 6.5 children each, compared to 2.5 children for those with a secondary education. According to a study carried out in Nigeria's villages, mothers' education alone was associated with 20 percent fewer child deaths.

It is in recognition of these facts that the leaders of Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan are meeting from the 13th to the 16th of this month in New Delhi for the world's first Education For All Summit, sponsored by UNESCO, UNICEF, and the United Nations Population Fund (UNFPA).

"It is an extraordinary opportunity to advance the cause of education and literacy in these nine countries," says Victor Odoñez, head of the inter-agency summit task force at UNESCO. *"Although several of them have already increased their education budgets, the summit will provide the impetus to accelerate action and make a real difference."*

The goals are: to commit leaders and governments to implement action plans that, while bold and ambitious, are also realistic, achievable and capable of being monitored; and to enable countries to compare approaches, strategies and results as well as ways of mobilizing resources. It also aims to revitalize donor support.

GIRLS AND WOMEN

While each country will set its own targets, the summit goals will cover primary education for all children, and elimination of social, ethnic and economic disparities in education.

Top priority will be given to girls and women, who are by far the most disadvantaged group in many countries. Around the world, one woman in three does not know how to read or write, as against one man in five. Of the 130 million out-of-school children around the world in 1990, 81 million were girls.

Most of the nine countries also need to address the issues of access, quality, dropouts, effectiveness of the education system and resource use. Even so, there are big differences between each of them. China, Mexico and Indonesia have more or less solved the problem of access to primary education, while in Pakistan, only 29 percent of primary-age children have a place in school. In Brazil, one of the major problems is getting children to stay in school. Only 63 percent of those who start primary school reach second grade, and only 47 percent make it to the fourth grade. Among those who do finish the primary cycle, many do not acquire the basic skills to improve their own and their families' lives.

"The quality of education provided ... is sometimes so distressingly poor that even pupils who persist in school for several years may never achieve an eduring level of literacy," says UNESCO Director-General Federico Mayor.

Moreover, education and literacy training in most of the nine countries is centralized and bureaucracy-driven, with little direct participation of communities and families. People's energy, enthusiasm and resources are not tapped, and the conditions for mobilizing them are often not created.

Few of the nine countries have yet made Education for All a budget priority. This will have to change if these countries want to achieve the goals set down at the 1990 World Conference on Education for All, which was held in Jomtien, Thailand. The additional annual cost of providing primary education for all children in these countries before the year 2000 has been estimated at between four and five billion dollars. Not to mention literacy programmes for adults.

These nine countries are not helpless giants but possess substantial means and enormous potential, and their future will not be determined by fate, but by the willingness of their leaders to act. ■

ALL ARTICLES ARE FREE OF COPYRIGHT RESTRICTIONS - SEE P. 3

OPENING THE EYES OF THE BLIND

In Bangladesh, education is being given new importance both by the government and the country's burgeoning population.

A poor widower withdraws his fifth-grade daughter from school, despite the strong protests from her classmates and the teacher. He needs somebody to cook his lunch and bring it to him in the field where he works. At home, the man's blind and aging mother reprimands him and offers to do the job. *"You? How can you? You are blind"* he replies angrily. *"What I can see being blind, you cannot see with your eyes open"* replies the old lady.

The message behind this sketch, written by Humayun Ahmed, the country's most popular novelist and playwright, and being broadcast regularly on national television in Bangladesh, has not been lost on the nation.

There is now a very tangible new momentum and dynamism in the government's and the non-governmental community's desire to do something substantial in the field of mass and adult education.

As a nation, we have always been good on goals and objectives. It was recommended as early as in 1944 that primary education for the 6-14 age-group be made free, universal and compulsory, along with a pre-school programme for 3-6 year-olds. Primary education is now compulsory, but only since last year.

MORE PRAGMATIC

Otherwise, in 1993, the rest of the programme is still waiting to be carried out - the difference now is that the the problems have become much larger and more complex. Tempered by the experience of our limited ability to deliver and implement a programme, a more pragmatic attitude marks the current approach to EFA's goals.

Bangladesh now hopes by the Year 2000, to have 18.2 million primary children enrolled in school, and an adult literate population of 37.1 million. If the plan is properly implemented, overall literacy is expected to rise from 24.8 percent of the population in 1991 to 38.5 percent in 1995 and 55.4 percent in the year 2000.

Crossing the 50 percent bench-mark in literacy will be a significant breakthrough in what appeared to be, over many years, an insoluble.

In 1991, only 12.9 million of the 17 million school-age children went to school. Of them, 60 percent dropped out and only 40 percent reached grade V.

If wastage from drop-outs and grade repetition could be saved, the goal of universal primary education would perhaps not appear as difficult as it does now. The projected drop-out rate for 1995 is 48 percent, and for the year 2000, 30 percent.

Access to schools also remains a serious problem. During the 1985-91 period, enrolment in primary schools increased by 66 percent. The number of primary schools

BEGINNING TO SEE THE LIGHT... (Photo Dosh Boudhu Ghosh/ACCU).

of all types increased from 44,220 to 49,539, during the same period. And in 1992 there were a total 50,314 primary schools of all types in Bangladesh. If the EFA goals are to be achieved, we need to build at least 54,640 additional classrooms by 1995, and a further 43,600 classrooms by the year 2000.

However, construction of new classrooms requires enormous resources which Bangladesh does not have at the moment - and time: it is estimated that it takes three to five years to complete any construction work in schools. Underdeveloped road links, too many rivers or streams add to the difficulties of getting children to classes.

Another important constraint that we need to face in Bangladesh is the shortage of primary school teachers. As of September 1992, there was about one teacher for every 66 students. New government norms requiring this ratio to be cut to 1:50 at the primary level, mean another 50,532 teachers must be found immediately. By 1995 an extra 82,448 teachers will be needed and by 2000, 145,648 more.

Bangladesh also needs to get more girls and women into school. Despite some improvements, only 69 percent of girls attend school as against 81 percent of boys.

IMPROVED QUALITY

A more consistent effort has been made to improve the quality and content of education. The National curriculum and Textbook Board (NCTB) has been working to make curricula more relevant, work-oriented and development-focussed. However it is still too theoretical anda bit too heavy.

The NGOs have developed some very simple, and scientific curricula, but these are mainly confined to adult literacy activities - another field that requires a tremendous effort.

The national action plan aims to make 27.1 million adults, or 40 percent of the total adult illiterate population, literate by 1995. The target for the year 2000 is 46.9 million or 62 percent.

At least one literacy centre will be established in each village within the next two years with the cooperation of local bodies or NGOs. The government will provide salary support for the teacher. Model courses of 4-6 months duration, covering literacy, numeracy and life skills will also be prepared.

There is a new climate of confidence in the air. With the gradual stabilization of democracy and accountable government, the focus on development issues are very much on the rise. As more than public becomes aware of the development challenges, the centrality of education becomes obvious. Perhaps the blind are beginning to see.

Mahfuz ANAM,
Dhaka

A DISEASE CALLED POVERTY

Brazil's teachers, like their students, are quitting their classrooms in droves, pushed in both cases by the need to survive.

In Brazil, we don't have to convince the population of the benefits of school. Rather we have to find teachers willing to earn less than the salary of a domestic employee - and that, in the country's cultural capital, Rio. You can well imagine what the salaries must be like in the remote Northwest, or in the Amazonian basin..." says Marlene Alves de Oliveira Cavalho, a literacy expert from the Education Faculty of Rio de Janeiro's Federal University.

Worse than a national illiteracy rate of 20 percent, or alarming numbers of school drop-outs, she says, is the total denigration of the teaching profession. Apart from being underpaid, *"teachers increasingly do not have the educational level required to do their job"*.

At secondary level, the few qualified teachers in mathematics, physics and chemistry, are quitting the profession at a rate that raises concerns for the country's future. Already, younger children in certain schools are having to be taught by other, more advanced students, says Ms. Alves Cavalho.

DROP-OUTS

Although 95 percent of children enrol in primary school only one in five actually completes the primary cycle, according to UNICEF. The organization ranks Brazil seventh on the list of countries with the worst scholastic results, behind Haiti, Yemen, Chad, the Central African Republic, Bangladesh and Myanmar. As soon as they have the means, the families of the middle class enrol their children in expensive private schools to improve their chances. But these are the lucky ones.

Children are omnipresent in the streets of Brazil's cities. They beg, sell fruit or confectionary at traffic lights, shine shoes, guard parked cars, sniff glue, prostitute themselves or survive by stealing, housebreaking or drug-trafficking.

Two official reports made public last June estimate that some 500,000 youngsters are working as prostitutes and that overall, 11.6 percent of the workforce is made up of children. In round figures that comes to eight million. Their salaries are usually about one third of those paid to adults for the same work, but is nonetheless welcomed by parents as a contribution to the family income. *"Many parents do not earn enough to meet their children's needs, let alone send them to school"* confirms Father Julio Lancellotti from the Archdiocese of Sao Paulo.

CHILDREN MAKE UP 11.6 PERCENT OF THE WORKFORCE IN BRAZIL (Photo GAMMA/Ghislaine Morel).

The Brazilian Institute of Geography and Statistics has calculated that 35 million of the country's 60 million under-18 year-olds live in poverty. Fifteen million of them earn less than $18 a month (the minimum wage is $60 a month) and seven million have been completely abandoned.

This partly explains the failure of ambitious past projects aimed at helping the children of poor families - with schools that provided meals and basic health care. These centres cost the government far more than other public schools *"but after the fifth year, when the students had reached 12 or 13 years of age and had perhaps repreated once or twice, they left to seek a job"* says Ms Alves Cavalho.

The Brazilian Constitution of 1988 stipulates that 18 percent of federal budget must be used for education, but a good proportion of these resources never reaches the classroom. Moreover, the sums that do get there do not reflect the number of pupils or needs of particular schools. Some receive $25 per pupil per year while others get $250 per pupil per year. In 1990, for example, $20 billion was spent on education, about half of it intended for primary schools. If this had been focussed on teaching and used rationally, it should have meant that about $400 was spent on every primary pupil - enough to ensure quality education for all. But the Federal Court of Accounts confirmed that only 4.2 percent of the budget, instead of the nine percent previewed, went to this sector, while an inflated amount was spent on higher education. State and municipal authorities are supposed to spend at least 25 percent of their budgets on education. Encouragingly, some state constituent assemblies have upped this proportion to 30 percent, and even 35 percent in Rio Grande do Sul.

PRAGMATIC

The Ten-Year Education For All Plan that Brazil will be taking to the summit meeting in India provides a pragmatic approach the problems afflicting the education system. One of the top priorities for the decade is to keep children in school. Another is to reduce repetition rates. Special attention will be given to the 3.2 million poorest children and schooling will be extended to 1.2 million others in shantytowns.To help achieve this the teaching profession will be *"enhanced"* to attract qualified people. Measures will be taken to improve training and career prospects for teachers, and common standards will be introduced for teacher qualifications. A programme offering the equivalent of four years basic education has also been drawn up for the more than eight million illiterate or semi-literate adolescents and adults throughout the country.

A plan is one thing, making it work is another. But if these proposals are adopted, and fully respected, they will represent an imporant qualitative leap in a sector that has long been neglected.

Claire de OLIVEIRA in *Rio de Janeiro* and Ivan GODOY, *Brasilia*

ALL ARTICLES ARE FREE OF COPYRIGHT RESTRICTIONS. SEE P.3

A CHINESE MEAL WITHOUT RICE

"Ours is a huge education system run by a poor country."

The goal - education for all in China by year 2000 - lies clearly ahead, but finding funds to educate the world's most populous nation, is like trying to cook a Chinese meal without rice.

By 1992, China had 713,000 primary schools, 5.5 million teachers, and a total enrolment of 122 million. Its 71,000 junior high schools employed three million teachers and enrolled 41.2 million. In other words, one in every three Chinese families has a child attending a primary or junior high school. About 70 percent of the schools are in rural areas.

By the end of the century, China's primary and junior high school population is expected to reach 205 million, or more than three quarters of the current population of the United States.

In 1991, basic education expenditure was 44 billion yuan, merely 270 yuan (US$54) for each student. A State Education Commission (SEC) symposium last October found that up to the end of 1992 China's nine-year compulsory education system lacked 34.3 billion yuan for school renovation and expansion, for teaching-aids, and for teachers' training.

Funds earmarked for education are expected to reach 191.6 billion yuan (US$32 billion) by 2000, or four percent of the GNP. As basic education takes 65.3 percent of China's total education budget, that means the yearly investment on each student will nearly double to 610.4 yuan (US$101.7).

"But this may not necessarily represent positive growth," says Wei Yanggen, director of the General Affairs Division, Finance Department of the SEC. *"The increase is often offset by the rise in salaries and prices for which we made no allowances."* Experts, in fact, foresee an annual shortfall of 15 billion yuan for basic education between 1993 and 2000.

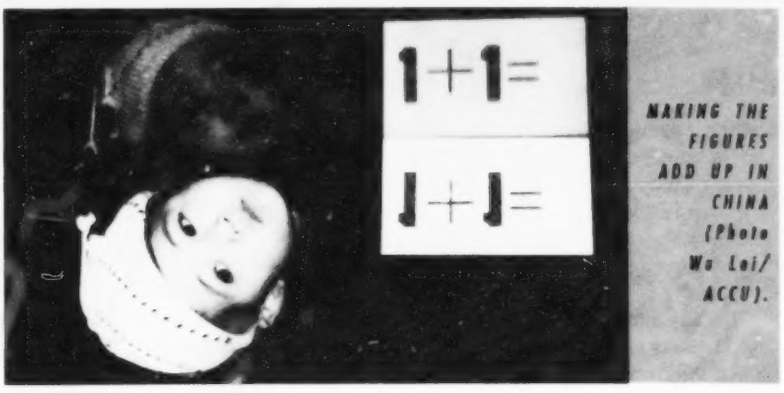
The central government is the main financial source for education, providing 70.5 billion yuan, or 81 per cent of the gross education expenditure of 86.7 billion in 1992. Other funds come from a variety of sources surcharges, domestic and foreign donors, tuition and other fees, and from industrial enterprises which have traditionally contributed generously to the schools of their employees' children. But even they have begun to pay more attention to bottom-line profits rather than throw money into seemingly unprofitable education.

Inadequate financing is leading to teacher shortages. Teachers are the lowest paid among the 12 professional groups administered by the State, and for the first time China is behind in its payments to rural teachers. Consequently, teachers colleges have suffered a marked decline in enrolment, and in 1992 alone 216,000 primary and high school teachers, or 2.4 percent of the total, quit in search of better-paying jobs.

"This year we planned to enrol 531 but only 36 candidates qualified," says an official with the Capital Normal University in Beijing. *"We lowered the pass line, and still succeeded in getting only 230".*

"The difficulties are many, but if we try we can find the answer right in our back yard," Wei says, referring to an 18-point plan currently under study which, notably, would take advantage of reforms to the finance and tax system.

One of the proposals would give educators half of a consumption tax, and educational surcharges could net another 12.6 billion.



MAKING THE FIGURES ADD UP IN CHINA (Photo Wu Lei/ ACCU).

ILLITERACY FALLING

Since the founding of New China in 1949, the Chinese government has sought to provide basic education and eliminate illiteracy in a planned, incremental way. The nine-year compulsory education programme has been initially implemented in cities and coastal areas, but in remote and underdeveloped rural areas, mandatory education might be possible for only five to six years at the moment.

Thanks to several large-scale campaigns in the past four decades, China's illiteracy rate has dropped from 80 percent in 1949 to 15.88 percent in 1990.

However there are still 180 million illiterates, about a quarter of the world's total. And women illiterates amount to one tenth of the country's population. If each of those women has one child, the next generation will have roughly 120 million babies raised in a family lacking basic literacy skills.

China has set forth policies to approach the goal of EFA in its Five-Year Plan (1991-1995), and has issued a series of laws and regulations to provide legal guarantees. The latest of these is the *"Teachers' Law"* aimed at improving their status and treatment.

"Every effort should be made to bring primary and high school teachers' salaries into line with those of State civil servants," says Vice-Premier Li Lanqing who also favours subsidies for volunteers who work in remote areas.

"Ours is a huge education system run by a poor country", he says. *"It is necessary for us to guarantee the education input and teachers' treatment by legislation. Education is a matter concerning the whole nation's quality and China's global status in the next century. We must try our utmost to solve the problems and achieve education for all."*

MIAO Hong and XIONG Lei, ***Beijing***

GREAT EXPECTATIONS

Education in Egypt "does not meet the requirements of our society". But change is underway.

Education in Egypt is a source of complaint and dissatisfaction - from parents to teachers and even the Ministry of Education.

"There is a serious crisis Egypt's education system," says Education Minister, Dr. Hussein Kamel Baha El Din. *"It cannot meet the requirements of our society or our era, partly because of the four wars we have fought, the tough economic and political conditions, and simply the fact that in a developing nation education is the first sector to be weakened in difficult times."*

Official statistics show 97.5 percent of school age children, about 13.3 million, enrolled. Other sources believe the real figure is closer to 80 percent, and even lower in villages and rural areas where poor parents tend to withdraw their children from school as soon as they are old enough to help around the house, or earn extra money through outside work. It is estimated that at least 10 percent of school children drop out before the end of Grade 5.

Another reason for the unsatisfactory school results is poor health, notably anaemia which affects an estimated 52 percent of primary pupils, and protein or vitamin deficiencies.

BUILDING SHORTAGES

Of the about 25,000 schools in Egypt, moreover, half are inadequately equipped, lacking workshops, libraries and such basic facilities as toilets, windows and doors. The October 1992 earthquake made matters still worse by damaging nearly 4,000 school buildings partially or beyond repair. It is estimated that some six to 10 billion Egyptian pounds (almost $3 billion) will be needed to accommodate the children who will come of school-age over the next five years.

"As long as our schools are overcrowded with 70 to 80 pupils per class, it will be impossible to improve the level of education," says Dr. Baha El Din.

Government plans foresee the building of 17,000 new schools before the turn of the century at a cost of 27 billion Egyptian pounds ($8 billion). Another 200 million pounds ($80 million) will be spent annually to repair and refurbish schools.

The status of teachers also poses problems. They frequently take on extra work, often private lessons, to augment their meagre $20 a month salary, thus creating a sort of *"black market education"*. Accordingly, the state has introduced a number of schemes to improve their condition, provide incentives and set up new training programmes.

In addition, a major consultation is underway to improve a curriculum which, most experts feel, is unnecessarily overloaded. Between 15 and 20 percent of the established programme was dropped for 1991/92, but further change is required. The Education Ministry is currently seeking the views of pupils, parents and teachers in an effort to draw up a more relevant curriculum to include subjects like the environment, health, political and international awareness, and Dr. Baha El Din says that improved textbooks will be ready by 1995.

The education of girls and women is another fundamental issue. Although Egypt's first government primary school for girls was established in 1873, female illiteracy of over 66 percent today affects about 10 million women. The male illiteracy rate stands at 37.8 percent, affecting under six million men.

According to official statistics, only 76 percent of school-age girls are enrolled . Cultural values that *"restrict the freedom of movement of girls and their educational aspirations"* may be responsible for this, admits a report prepared for the New Delhi Summit, adding that the lack of educational services in rural hamlets also *"discourages parents from supporting the education of daughters, who may have to walk several kilometres to the nearest school"*.

A project to get girls aged from 8 to 14 into school and eradicate female illiteracy in the 15-35 age range is being carried out by the National Council for Childhood and Motherhood, chaired by Egypt's First Lady, Mrs. Susan Mubarak.

GROWING AWARENESS

There are clear signs that awareness of the importance of education is growing. The debate on how and what to teach and to encourage literacy is no longer restricted to educators. It is now a matter of public concern - of interest to national security. President Mubarak himself has cited Education for All as a national goal and declared the 90s as the Decade for the Eradication of Illiteracy and the Decade of the Eyptian Child. This new political will could help reverse the downturn in education spending over the past three decades, from about 22 percent of the national budget in the 1960s, and around 15 percent in the 70s, to 10 percent in the 80s. In 1990/91, only six percent of the budget was allocated to education.

"The result of our action may not appear immediately," warns the Education Minister. *"But making education a national priority is a clear indication of our belief in Egypt's human resources. Traditional definitions that limit development to economic change are inadequate for the challenges of the 21st century. Human resources are our most precious resource, and education is an investment in Egypt's present and future."*

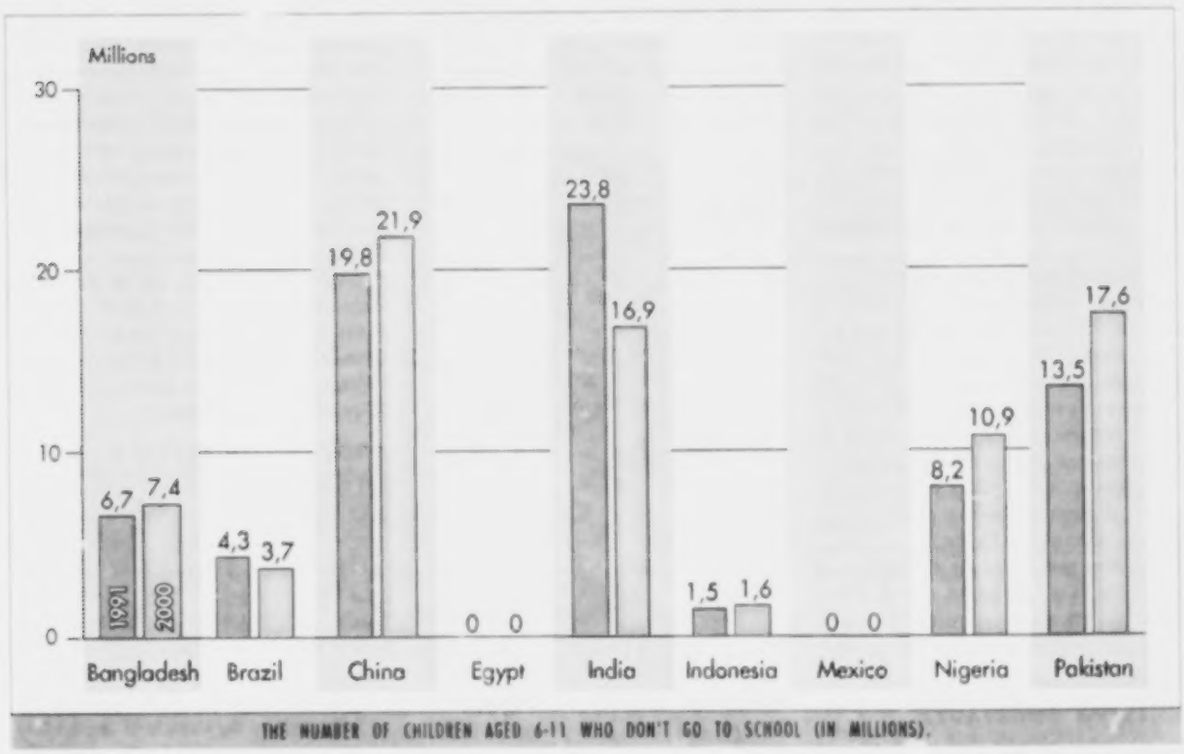
Abed EL MOOTI AHMED
Cairo

ALL ARTICLES ARE FREE OF COPYRIGHT RESTRICTIONS. SEE P.3

78 MILLION CHILDREN OUT-OF-SCHOOL ...

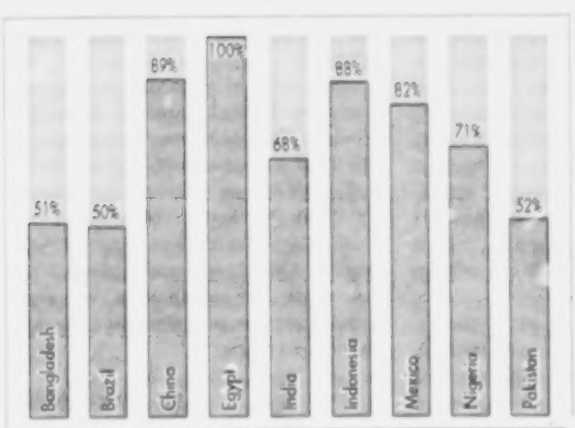
In most of the nine countries whose leaders are meeting this month in New Delhi, Education for All remains a goal that will be difficult to reach without an enormous effort.

OUT-OF-SCHOOL CHILDREN



THE NUMBER OF CHILDREN AGED 6-11 WHO DON'T GO TO SCHOOL (IN MILLIONS).

DROP-OUT RATES

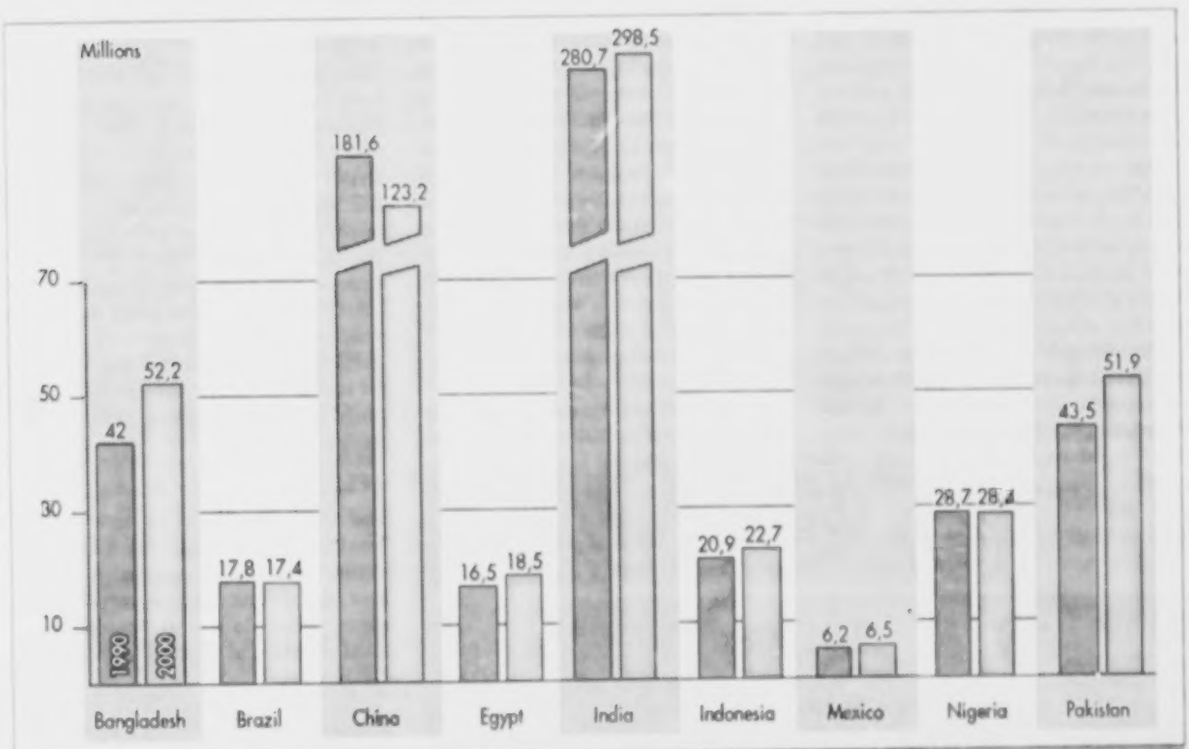


The above graph shows the number of children aged between six and 11 for whom school is inaccessible in each of the nine countries represented in New Delhi. The graph presents data from 1991 and previews the situation for the year 2000. The predictions for the end of the century do not take into account the effect of recent measures decided on by these countries to boost the Education for All effort. The graph opposite indicates the probability - measured in percentages - for a child who entered grade one in 1989 to reach grade four. According to UNESCO, the completion of these first four years is the minimum needed to acquire a basic education. As is apparent, not all succeed. Many children repeat years and then abandon their education - usually for economic reasons. In such cases, much of what has been learnt is quickly lost.

... AND 638 MILLION ILLITERATES

Not all children go to school, or even have a school to go to, and eventually join the ranks of illiterate adults whose numbers are swelling faster than literacy programmes can keep up with.

ADULTS WHO CANNOT READ OR WRITE



THE ABSOLUTE NUMBER OF ILLITERATES (IN MILLIONS) IN THE NINE COUNTRIES.

The figures presented in the above graph are based on current trends and do not take into account the possibility of new measures to counter adult illiteracy.

According to accepted definitions, those aged 15 years and over are considered literate when they know how to read, write and understand a simple text about their daily lives.

The percentage of illiterate men and women is falling everywhere, without exception. This has been attributed to an overall improvement in the numbers of children attending school. On the other hand, the absolute number of illiterates is climbing. While it may have shrunk slightly in China, and remained static in Brazil, Mexico, Indonesia and Nigeria, projections to the end of the century indicate big increases in Bangladesh, Egypt, India and Pakistan.

Source : UNESCO, Division of Statistics
Infography : A. Darmon

ALL ARTICLES ARE FREE OF COPYRIGHT RESTRICTIONS. SEE P. 3

"SHE DIED LITERATE"

A 75-year-old woman symbolizes India's determination to overcome such obstacles as poverty and tradition and provide education for all.

Dancing to the tune of a Hindi film song, his classmates cheering him on, Srini, 13, is surprisingly agile considering he has only one leg. He lost the other at the Rajahmundry tile factory where he worked for Rs 6 ($0.19) a day for 10 years. He got no compensation. A voluntary organization rescued him and he now has a chance of an education. He will eventually design cars, he says.

But many, like tiny malnourished Doraiswami, 6, have not been so lucky. Stitching buttons on T-shirts in a filthy dark factory in the south Indian district of Tripur, he has no hope for an education. He makes Rs 20 ($0.62) a day and his parents see no reason to educate him.

Officially, there are 17 million children like Doraiswami in India. Unofficial estimates put the figure at 45 million. Against this backdrop, India's plan to make education compulsory for all children under 14 by 2000 under the revised National Policy on Education (NPE) seems very ambitious. To complicate matters further, government spending on education has decreased from Rs 457 million in 1981 to Rs 438 million in 1992.

Poverty, which forces children to work as soon as they are physically capable, is still the biggest obstacle to universal primary education - 39.3 per cent live below the poverty line today, almost 10 per cent more than a decade ago. For those who can't fit into formal schooling, the NPE has been trying to strengthen non-formal education (NFE). Government statistics show the number of NFE centres increased from 126,000 to 277,000 and enrolment from 3.65 million to 6.8 million between 1986 and 1992 (figures disputed by independent studies).

The government offers incentives like mid-day meals and free education for girls up to class 7 to spread basic education. Aisabai, 54, knows this. But her daughter, Fatima, dropped out of school in third class. Aisabai needs Fatima to help around the house and look after her siblings while she mends her husband's fishing nets. While girls enroll in school at a higher rate than boys, they drop out at an earlier age as well. Educating a girl who will eventually go away to another home after marriage, is seen as a bad investment by most of India's poor.

The government has tried to correct this perception with publicity campaigns and by trying to eliminate gender bias in textbooks. It has also been playing an active role in empowering women, which it hopes, in turn, will slow population growth. In high literacy, small states like Kerala, this approach has worked. Large states like Madhya Pradesh and Bihar cannot, however, replicate the Kerala model easily. So the NPE now focuses on educationally backward districts, not states.

Basic education, however decentralised, cannot be tackled without simultaneously dealing with adult literacy. The National Literacy Mission (NLM), begun in 1986, has had some success. But for an old woman like Pappamal, 75, of Madurai, it comes too late. Her eyesight failing, Pappamal can never hope to read. But she can write her name, and wants her epitaph to read *"she died literate"*.

Thanks to over four million volunteers, literacy has reached 31 million illiterates in the nine to 45 age-group. Women have been dominating the drive as teachers, learners and organizers. In Thondamuthur (Tamil Nadu), Somasundari, 11, holds daily classes for her three students aged 45, 47 and 50. The illiterate women are deeply respectful of Somasundari's knowledge. She attends the local school and is a volunteer in her spare time. Volunteers like bubbly Janu, 20, who teaches in a large Muslim slum in Coimbatore, try to make learning fun. With gold thread woven into her braids, her bright clothes, impromptu songs and quick laughter, Janu attracts many to her classes.

RESULTS

The drive is beginning to show results. There has been a marginal increase in retention in school, in immunisation of pregnant mothers and even in environmental conservation. In Andhra Pradesh, large tracts of wasteland have been reforested by neo-literates.

Neo-literate women have taken up cudgels against dowry in Madhya Pradesh, infanticide in Tamil Nadu and alcoholism in Andhra Pradesh. They have started questioning their role and status in the family. Despite these advances, male literacy stood at 64 percent in 1991 and female literacy at a paltry 36 percent.

What has risen are expectations. In the tiny village of Usalamapati in Tamil Nadu, Selveraj, a neo-literate, is building up a library: a tattered edition of Shakespeare's *The Tempest* nestles alongside Arthur Hailey's *Hotel* and Robin Cook's *Coma* on a broken shelf.

Lack of resources for post literacy however, could dash the hopes of people like Selveraj. It is here that foreign assistance has held a ray of hope by providing for continuing education without compromising policy objectives.

Lalita PANICKER,
New Delhi

A QUESTION OF QUALITY

That most Indonesian villages now have a school does not mean that most Indonesians are getting a good education.

UNESCO's decision this year to give Indonesia the Apisena Award for establishing "Education for All" represented international recognition for the gains in basic education the country has achieved as a result of sustained economic development.

Across the sprawling 3,000 km chain of islands, it is now rare to find even a remote village that doesn't have a school. The decision this year to extend basic education to nine years marks a determination to increase the benefits of the economic boom which began in the late 80s.

The archipelago's illiteracy rate has fallen from 29 percent in 1980 to 16 percent in 1990 with 60 percent of these in the over 45 age bracket. There are only six per cent more women who cannot read or write than men, and officials say they hope to reach 100 percent literacy in the under-45 age group by the end of the century. Now in its 20th year, the national literacy programme has enrolled 17.2 million.

OF HAMBURGERS AND HOT DOGS

Indonesians themselves remain critical, however, of what they say is an underfunded, low-quality system that stresses retention of facts rather than the ability to think. And with an increasing industrial base, many argue that the products of the school system do not match the requirements of business. *"It's like ordering a hamburger and getting a hot dog,"* says an international consultant. *"It's almost the same, but it's not the same."*

With 29 million children in primary school, and another six million in junior high, providing quality education is no easy task. Still, UNDP figures show the amount of government funds spent on education is only 4.5 percent, one of the lowest levels in Asia. The Indonesian government presents different figures, saying total funds spent in 1992/93 were $1,494 million, or 13.1 percent of the budget, with only transportation, mining and power sectors attracting more funding.

Whatever the amount, teachers complain of their conditions. Budiarto, a physics teacher at a Jakarta junior high, gets only $110 a month to teach classes of 60. *"Teachers are not able to follow the progress of that many kids,"* he says. Lab equipment is in short supply, students required to take too many subjects, and *"on top of this"*, he snorts, *"the department demands that we innovate"*.

Sukarna Syarif of the Department of Education and Culture, admits that money is the main problem. Of funds supplied through the state budget, only 45 percent goes to the Department, with the remainder given to other agencies with education functions, such as staff training. *"We have to depend on the parents, but this depends on their means and their awareness of the importance of education,"* he says.

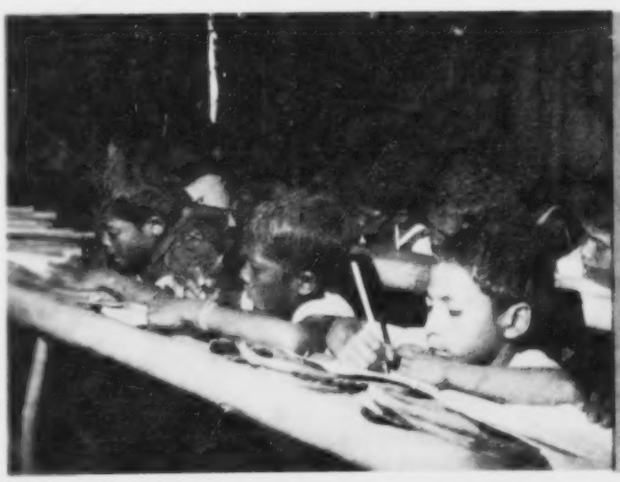
The problem is even more severe in rural areas. Budiarto, who teaches on the outskirts of Jakarta, says children are often forced to work in the fields rather than attend school. In urban areas, other children sell papers and cigarettes on the streets to supplement the family income.

Jo Bestians, a UNESCO consultant based in Jakarta, says *"so far Indonesia has concentrated on the quantity of educated people, how to reach as many people as possible. Now what is needed is to improve the quality of eduction"*. Sukarna Syarif says schools for *"gifted children"* will soon be introduced to meet the demand for improved conditions. *"We hope this will stimulate talented kids to compete with each other and produce better results"*, he says. *"But there are also risks"*, says Christian education leader Toenggoel Siagian. *"How many will later complain that the majority is being given less than a fair share, with only a small minority getting a decent education?"*

The concept of *"decent"* education means different things to different socio-economic sectors. For Education Minister Wardiman Djojonegoro, the hope is that everyone, not just the talented, will benefit from changes. One aim, he says, is to create a new generation of skilled adults. *"It is morally indefensible to maintain so large a population of unskilled labourers"*, he says.

There is also agreement that Indonesia has succeeded in establishing educational equality across gender and ethnic lines. Subsidies for teachers willing to travel to remote areas also helps overcome disparities across the vast archipelago.

A World Bank official puts the current debate on quality into a different perspective when he states that Indonesia mirrors other countries at the same stage of development. *"In every country that has achieved real economic development people start complaining about the quality of education"*, he says. *"It's a sign of success"*.



EQUIPMENT IS IN SHORT SUPPLY FOR CLASSES OF UP TO 60 STUDENTS... (Photo UNESCO/ Mireille Vautier).

Dewi PUDYANTI
Jakarta

THE LEGEND OF THE TULE TREE

A Mexican legend shows what can be done when everyone cares and gets involved.

Ramses, a 10 year old Zapotec boy in the Oaxaca Valley, started to do domestic work at the age of five to help his community. Like many other boys in the marginal indigenous areas of Mexico, he knew only the language spoken and handed down by his elders. He had never read a book in Zapotec; nor could he read, since the education system had not reached him or his community.

The arrival of the teacher, Juan, in his village has changed his life and Ramses can now read and write in Zapotec and even stammer a few words in Spanish. But he is not the only one who has benefited from Juan's arrival.

The adults in the community, most of them illiterate - some because of a lack of practice - now set some time aside each day to study in their mother tongue in Juan's makeshift school. Juan has put his bilingual teaching materials and a few text books together in a little shed that he has made into a classroom. He has also installed a mimeograph so that adult villagers can exercise their recently acquired skill.

REACHING OUT TO MEXICO'S INDIGENOUS PEOPLES (Photo UNESCO).

Juan is one of 28,000 teachers taking part in a national four-year programme which will conclude with the preparation and distribution of 845,000 text books and more than 1.4 million exercise books for first-second- third and fourth grade pupils in the Tzotzil and Tzeltal languages of Chiapas, the Nahuatl and Tlapanec languages of Guerrero, the Mixtec and Zapotec languages of Oaxaca, and the Nahuatl and Hnahnu languages of Hidalgo. The idea is to give monolingual or bilingual beginners literacy instruction in their mother tongues and to teach Spanish as a second language.

There are 4.3 million children in Mexico who have no access to primary or secondary education. More than 6.2 million Mexicans over the age of 15 (12.4 percent of the national population), 3.9 million of them women and most of them living in marginal rural indigenous areas, are illiterate.

During the so-called "lost decade" of the 80s Mexico was short of money, which hampered its efforts in education and affected incentives and teacher motivation.

Substantial progress has been made since then including an increase in education spending, which grew in real terms by 86 percent from 1988 to 1993. Most of that growth was in basic and general education. Ninety percent of the demand for primary schooling is now being met, and four out of five primary school leavers have access to secondary education.

But some challenges have not been overcome. Population increases had already overtaken educational coverage, particularly as regards literacy teaching, access to primary schooling and average educational survival rates, in terms of years of study. These problems are accentuated by regional disparities in the social, economic and cultural spheres.

"If we drop behind in the knowledge revolution, we shall be blotting out the future," said President Carlos Salinas de Gortari when he took office in 1988. His government went on to promote a National Agreement for the Modernization of Basic Education, which aims to build a new education partnership between teachers, parents, the community and the authorities. It is also trying to upgrade basic schooling as a social service and present the environment as an eminently suitable setting for continuous learning.

A CHANCE BET ON THE FUTURE

It is too early to gauge the results of the project. For the time being, specialists such as Juan Prawda continue to see it no more than a chance bet on the future. What he sees at present is an unprecedented sluggishness in the education system, when set against the rapid development of science and technology at world level. In his view, this is a threat to national sovereignty. The philosopher Jaime Labastida thinks that *"people do not learn to think since they cannot speak, read or write"*. There are no readers because they are not being trained from the primary stage. The outcome, he says, is *"anaesthetized people, willing to accept everything without the slightest critical response"*.

But teacher Juan, in Oaxaca Valley, is working for change. Ramses is already able to read in Zapotec the legend of Cocoy - Quetzalcoatl, who taught his ancestors arts, crafts, gold and silver work, astronomy, mathematics and the measurement of time. Before Cocoy continued on his way to the lands of the Maya, he drove his staff into the ground. The dry piece of wood immediately became green again. Cocoy then said: *"When the foliage and the trunk of this tree become dry, when it dies, so then will Cocoy die"*. The site of this legend is Santa Maria de Tule. And the tree that Cocoy planted is still to be found there, conspicuous by its girth. They say that Cocoy is still alive because the enormous Tule tree, which is cared for by all, has not died.

Carlos FAZIO
Mexico City

A CRISIS OF CONFIDENCE

Nigerians have become disenchanted with an education system that is no more than a political football.

It is mid-morning in late October. The tin-roofed shelters which pass as public primary schools throughout Nigeria's wealthiest state and former capital, Lagos, stand deserted. School should have begun in September but many teachers have not been paid, so for the second time in a year primary teachers are on strike.

Political instability, frequent policy changes and the economic decline of Africa's most populous country have crippled countless far-sighted educational and health initiatives. Over the past eight years, universities have launched from closure to closure, and the situation for primary schools has not been much different. Formal education, theoretically free and compulsory for the first nine years of primary and junior secondary schooling, has become an exercise in unrelenting crisis management.

Yet, despite poor employment opportunities for school leavers and graduates schooling is popular. *"People want education but have no faith in the system,"* says UNICEF's Dr Staneala Beckley, chief of the education section of UNICEF, Nigeria. From a high 80 per cent enrolment in primary schools in 1985 there has been a steady decline to 60 per cent in 1992. And parents do not want their daughters to become teachers. The next most unpopular occupation for girls is *"illegal business"*, according to a UNICEF study. Little wonder. Teachers' salaries rank low on the political priority list and the educational infrastructure like books, furniture, classroom ceilings, writing materials, blackboards, ranks even lower.

WHOSE RESPONSIBILITY?

Funding for primary education has always been a political football booted between the oil-flush federal government and cash strapped state and local governments. For two years, Nigeria's 589 local councils were responsible for the implementation of primary education but most couldn't bear the financial burden.

In October 1993, responsibility shifted back to the federal government. The move was welcomed by teachers, hoping for regular pay cheques, but cautiously received by educational planners and politicians.

Fiscal sustainability has always been the key problem facing Universal Primary Education, UPE, and one of the results has been that quality has consistently lost out to quantity - from curricula to teacher competence. *"The government must prioritise. There has to be a limit to what children are made to learn, and teachers expected to teach,"* says Dr Beckley who also criticises teachers for their lack of imagination and rigid adherence to rote learning.

Barren school yards, filthy classrooms lacking electricity and water, foul toilets, if any, dirty, bare classroom walls and tin roofs which bake children when the sun shines and drown out lessons when the rain falls also make a poor learning environment, she adds.

With virtually half the Nigerian population aged under 15 and family sizes still averaging 6.3 children, most recognise the importance of education to the future of the nation. Everyone also knows it's expensive.

There is something for everyone, children and adults, in the plans drawn up for Nigeria's educational future. Unfortunately there's either no money in the kitty for them or the money allocated to them is misspent. There is little accountability. Government has decreed an education tax to come out of company profits and an education bank for the public to invest in. An October editorial in the "Daily Champion", called the initiatives "commendable" and "worthwhile" but said they wouldn't enjoy public confidence since *"a government-owned bank has every likelihood of being inefficiently run"*.

DROP-OUTS

Direct demands for money from parents are counterproductive. *"Everytime government seeks to recoup costs by demanding tax clearance certificates or educational levies from parents, primary school enrollment drops,"* says Roseline Awolesi. School drop-out rates also increase every time the economy nosedives. In the North, despite incentives such as scholarships and free uniforms and the criminalisation of early marriage in some states, girls have hardly begun to belong in the school system.

Programmes to combat adult illiteracy also jostle for funds alongside UPE, vocational and technical training for secondary students, 'gifted child' schemes, the introduction of mother-tongue teaching and more. The school year was even shifted at one stage to run from January to November to catch the children of farming societies. The result has been policy confusion and underfunding of compulsory, school based education.

Where government can concentrate on delivering one clear policy message to the people the results can be quite dramatic.

"Government's message to have just four children has been heard because we made so much noise. Now SAP (the economic reform programme) has made life too expensive to have big families, and immunisation has cut infant mortality," says Dr Sikuade Jagun, Medical Officer of Health for Ikeja, whose 1993 survey of an inner city, multi-ethnic, multi religious part literate, Lagos community found an average family size of just 3.8 children.

"We must now make sur that these children are properly educated to take Nigeria into the twenty first century," he adds.

Elisabeth OBADINA
BBC (Lagos)

A TWO-TIERED EDUCATION SYSTEM

Pakistan's education privileges the elite, but leaves the majority of poor by the wayside.

Abban Chaki: within the village, 35 km from Islamabad, two Government primary schools, separated by an open field, provide a glimpse of the sad state of education in Pakistan.

One is for boys but also has 10 girls on its rolls. The other is for girls only. The former has a three-room building, in such dangerous condition that classes are held out in the courtyard. The 90-odd students of the other school are allowed inside a private home only when it rains. There is no school building.

Only children of the poor study in these two schools. The children of richer families go to the elitist Government Model School and the so called "English medium" institutions a few kilometers away.

"WITH THE PRESENT SYSTEM, WE WILL BE NOWHERE NEAR EFA EVEN AFTER 1000 YEARS!" (Photo Umar Iqbal Butt/ ACCU)

A visit to such a village is enough to cure anyone of the common belief that people aren't interested in having their offspring educated and instill the conviction, already affirmed by experts that it is the prevailing system which has failed to overcome the culturally based impediments to education of the young.

Six million school age children are out-of-school at the end of seven Five Year Plans in Pakistan today. Only 50 per cent get enrolled in primary schools; and 37 per cent of those enrolled do not make it to Grade 5, says UNICEF in its *Progress of the Nations report.*

Eight million, one third of the children in the 5-15 age group, already belong to the work force. The task of bringing them into the category of literates is only possible if primary education is made compulsory. The constitution of Pakistan obliges the State to provide free education to all up to Secondary level.

Remarked an educational planner: *"With the present system, we will be nowhere near EFA even after 1000 years!"*

That the capacity for primary school enrolment is increasing at the rate of 0.5 per cent per year as against 3.1 per cent for population growth, is only the tip of the iceberg. What about the primary schools that do exist? Out of the 125,000:

- 16,000 have one teacher each;
- 25,000 are mosque schools with one teacher and one room each;
- 29,000 are "ghost schools" - without buildings. A large number exist only on paper, although salaries of their "staff" are "disbursed" regularly.

People in decision-making positions, observed the head of one institution, would bother about ordinary schools if their own children studied there. The harsh reality is that the Government's avowed commitment to education for all has been diluted by its policy of running parallel systems: one for the elite and the other for the masses.

"Education is being used to formalise and cement social stratification and fragmentation," observed a school principal. A single elite school at Lahore, for example, costs the government the equivalent of 700 ordinary primary schools.

Until 1972 nationalization, the schools were run almost invariably by the community and foreign Christian missions. The private sector has since come into the picture in a big way, but bitter experience proves it is no substitute for the cheap and quality education which was dispensed by community-run institutions.

THE WEAKEST LINK

As for the curriculum, prepared by the Federal Ministry of Education, *"even the teachers can not comprehend it"*, one headmaster remarked.

But it is teachers that are undoubtedly the weakest link in the chain. A high school certificate plus nine months training are all that's required to become a primary school teacher. Monthly salaries are far below the minimum wage of $100 fixed by the Government. Female teachers are particularly disadvantaged. Contrary to the commonly held view that they work only for kicks, 86 per cent of them come from poor families and are often bread-winners for old parents and children.

Literacy programmes for adults and drop-outs centre mainly in the provinces, where however, most view them as peripheral.

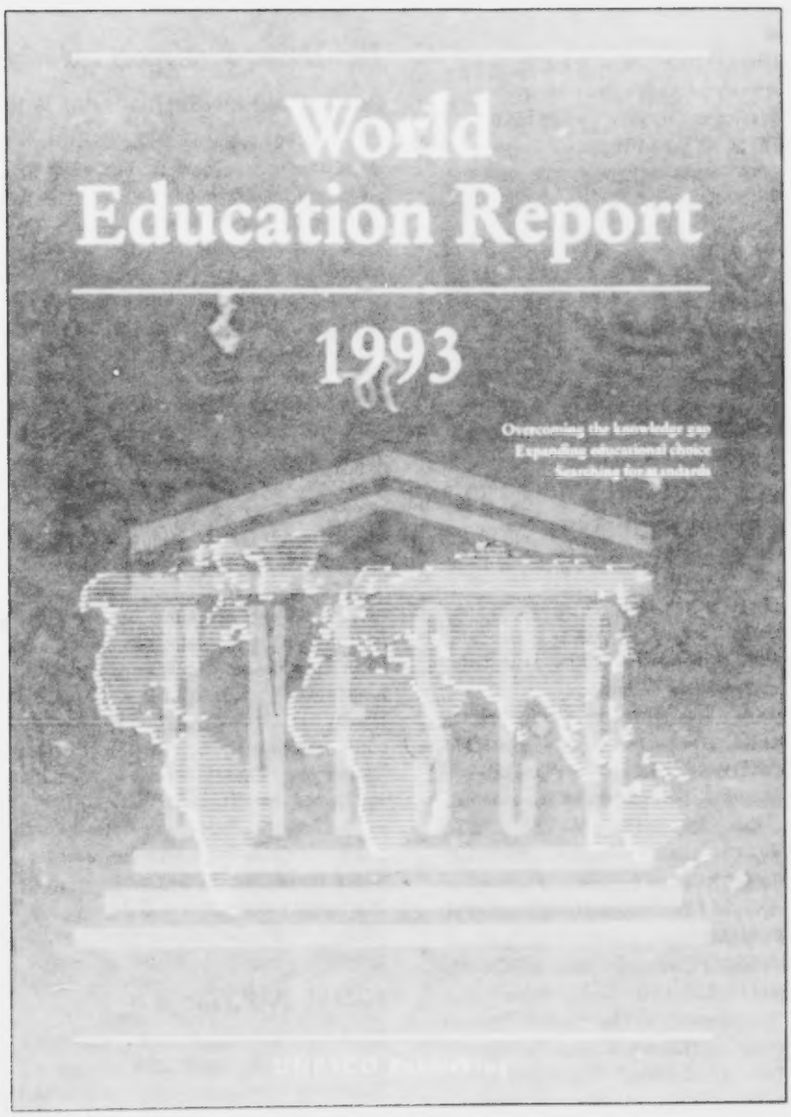
"Many in the decision-making apparatus have yet to be convinced that literacy is the second essential leg of the crusade for universal education", said Dr. Abdul Ghafoor, Chairman of the National Education and Training Commission (NETCOM).

Learning from failures and setbacks of the past, NETCOM and the Open University in Islamabad are conducting functional literacy projects targeting specific groups, particularly women.

The nation is now pinning its hopes on Pakistan's new government led by Ms. Benazir Bhutto, whose rallying cry is *"a new era of reforms"*. Everyone is waiting anxiously to see how soon and what steps she takes to ring out illiteracy and ring in a new vibrant era of enlightenment in Pakistan.

Mohammed ILYAS,
Islamabad

The major trends in education around the world: facts and figures, analyses and examples, with detailed tables of the main education indicators in 180 countries.



Name _____ First name _____

Address _____

City _____ Postal code _____ Country _____

I would like _____ copies of the ***WORLD EDUCATION REPORT 1993***

☐ cheque 150 FF (or $26) x _____ (quantity) TOTAL _____ (price includes postage)

UNESCO PUBLISHING, SALES DIVISION, 7 place de Fontenoy, 75352 Paris 07 - SP, France.

●

ATTIYA INAYATULLAH of Pakistan has succeeded Canada's Marie Bernard-Meunier as Chairperson of UNESCO'S EXECUTIVE BOARD.

(Photo UNESCO/Michel Claudo).

Ms Inayatullah, who is a specialist in social development and population planning, first served on the Board in 1983 and then again in 1991. She was a member of the Pakistani parliament and has held a number of senior government posts, including that of Minister of State for Population Welfare.
She has been elected for a two - year term of office onto the Board, whose 51 members will from now on represent exclusively their respective governments.

▼

"ALL OF US", is the name of a new series of ***ENVIRONMENTAL EDUCATION DOSSIERS*** being published by the UNESCO Centre of Catalunya (Spain) and UNESCO. The first issue, on "Biodiversity", will be followed by others on "Climate Change" and "World Population". The eight-page publication is richly illustrated with colour photos, drawings, graphs and tables. Eight additional titles are foreseen on: freshwater, fire, urban ecology, desertification, oceans, agriculture, energy, and sustainable development. The series is available in English, French, Spanish and Catalan, free of charge, from the Centre UNESCO de Catalunya, Mallorca, 285, 08037 Barcelona, Spain.

UNESCO SOURCES

All articles are free of copyright restrictions and can be reproduced

PEOPLE ON THE MOVE

The columns of refugees and migrants crossing Eastern Europes borders are lengthening. But where are they going?

The faces of Europe, in the East and West, are changing. Societies are becoming increasingly "multi-ethnic" and multi-lingual, increasingly "European". A remarkable new economic and cultural entity is being forged.

And yet, this "new Europe" is full of contradictions. Its borders are becoming more open to some, inpenetrable for others. Those citizens in the countries of the European Community carry European passports and recognize a European flag. Yet, at the same time, its peoples fiercely defend the differences that set them apart from each other. Nationalist movements are gaining momentum everywhere, and xenophobia and racism are raising their ugly heads. To the east, the fall of communism has not only engendered economic and social upheaval and a demand for democracy, but has also unleashed an alarming number of bloody inter-ethnic conflicts. Doors are closing on frustrated migrants, and the welcome traditionally accorded to refugees fleeing oppression is now one of suspicion and barely concealed tolerance.

According to Jörg Alt of the Jesuit Refugee Service in Leipzig, Germany, *"the disintegration of society, the instability of our institutions and a profound crisis in values"* are root causes for these troubling developments.

SOCIAL DARWINISM

The Jesuit priest and researcher was one of one of 26 participants at a seminar on "Emerging Trends and Major Issues in Migration and Ethnic Relations in Western and Eastern Europe", organized by UNESCO and the Centre for Research in Ethnic Relations (CRER) at Warwick University in the UK from November 5-8.

"Only a very small number of the racist crimes we have recently seen in Germany are committed on political or ideological grounds" he told the seminar. *"Ninety per cent are the result of a sort of 'social Darwinism' in a society where where unemployment has become chronic and where governments have no solutions ... where people are increasingly insecure and must compete for their place."*

That economic hardship has fuelled fears of outsiders and heightened intolerance is not new. However, the seminar served to put these fears into perspective and sift the facts from the fiction. People are certainly moving, but perhaps not in the directions that many believe...

"The common attitude is that the boat is full and there is no more room" said says Danièle Joly, a senior researcher from the CRER. *"And yet demographic research has shown that Europe's population is aging and decreasing to the point that in a few years there will have to be an intake of younger people to sustain the retired ones."*

"Since the beginning of this century, for example, some 2.3 million more people have ***left*** *the United Kingdom than have immigrated to it"* added Ceri Peach from Oxford University.

A STATE OF FLUX

On the continent, the wave of permanent immigrants expected from the former East bloc has turned out to be little more than a ripple, according to Ukrainian diplomat Oleg Shamshur. *"It's true that migration in the east of Europe is in a state of flux, but most of the movement has remained within the borders of Eastern Europe"* he says. *"People are moving from the poor to the more affluent areas* ***within*** *the region - to Poland, where there are an estimated 70,000 former Soviet citizens working illegally, the Czech Republic and Hungary. Then there are up to some six million repatriates returning to their homelands from other parts of the former USSR. Most of these people are Russians, but there are also representatives of ethnic groups deported from their homes under Stalin - such as the Crimean Tatars."*

The refugee problem, fuelled by the region's numerous conflicts, is certainly more acute acknowledged Shamshur. According to his figures, ex-Yugoslavia alone has produced more than 3.6 million refugees, and most of the 760,000 people who sought asylum in Western Europe in 1992 came from the Balkans. But there have also been vast movements of refugees to Armenia and Azerbaijan, to Georgia and the Ukraine, and even to Afghanistan, which has accepted some 50,000 Tajiks. Although, perhaps this latter destination is not so surprising. After all the vast majority of

the world's 40 odd million refugees and displaced persons have been given shelter and care in developing countries - those least equipped to deal with them. According to the UN High Commissioner for Refugees (UNHCR), the most generous host countries - based on the ratio of refugee population to per capita GNP - are Malawi, Pakistan and Ethiopia, with the first developed countries on the list, Germany and Canada in eighth and ninth place respectively.

"European governments" says Joly *"are reacting to voters fears and are closing the doors and trying to establish a sanitary cordon around the region."* However, such restrictive policies could well backfire. Those determined enough, for example, are still getting through. And those most determined are coming largely from the South and making a detour through Eastern Europe's tea-strainer-like borders.

"In November 1992" Shamshur told the seminar *"a helicopter deposited 29 Indian and Pakistani nationals at the Ukrainian-Polish border, while in Sweden last January, 391 Kurdish refugees were brought illegally by ship from Latvia. In May this year a bogus Pakistani-Ukrainian joint venture was uncovered in Kiev that specialised in illegal 'transfers' of migrants to East Central Europe, Austria and Germany, and recently in Bulgaria, a network of criminal organizations dealing with the illegal transfer of people from Nigeria, Syria and Iran to Western Europe was exposed."*

While the cases cited here do not involve vast numbers, they indicate that the immigrant "transfer" networks are extensive and well established.

The countries concerned are under pressure from the West to tighten their border controls and most are attempting to do so. Hungary, for example, which is considered one of the major transit zones from East to West, nonetheless refused entry to just over one million people during 1991-1992.

10 MILLION IMMIGRANTS

"'Fortress Europe' may be able to limit the numbers of legal migrants but illegal immigration will continue - from the poorer to the richer areas of Europe, and from Africa and Asia" predicts Gilbert Jaeger from the Belgium Committee of Refugees. *"An increasing number of urban, reasonably educated people from these regions have the means to buy an airline ticket - to enter Europe directly, or via a neighbouring country. It's really not very difficult.*

"If present trends continue we can probably expect between six and 10 million immigrants by the turn of the century."

Given the present political and social climate, the seminar participants all agreed that governments would do better to prepare the necessary infrastructure to accept immigrants and refugees and give them a sound start in the host country.

"If conditions are not created for them to be able to participate in society," says Danièle Joly *"it creates a backlash from the local population who sees these people as a burden - unable to integrate, unable to contribute."* However, added Gilbert Jaeger. *"Unless we solve the unemployment problem, we cannot expect to contain the wave of xenophobia and racism that is sweeping Europe."*

Undoubtedly, agreed the participants, the situation is extremely complex and a will remain a source of conflict - although this will not necessarily mean everlasting riots and street demonstrations. *"There may also be dialogue"* says John Rex of CRER. *"And arising out of such dialogue, negotiations and compromise."*

Sue WILLIAMS
Coventry

●

British gymnast Eddie Van Hoof, Stuttgart's Mayor Manfred Rommer, French cyclist Raymond Poulidor and Russian skier Raïssa Smetanina are the winners of the 29th Pierre de Coubertin **INTERNATIONAL FAIR PLAY TROPHIES**, presented by Director General, Federico Mayor, at headquarters on November 9.

Poulidor and Smetanina were chosen for their exemplary sporting careers.

Eddie Van Hoof, trainer of the British gymnastics team, was recognized for including, in an international competition, the points scored by an injured Swiss team member, thus allowing his own team to be beaten.

Mr. Rommel's trophy is attributed to the public of the Gottlieb Daimler stadium who, through their encouragement of the all participants, contributed to the success of this year's World Athletics Championships.

▼

The 3rd Edition of the "UNESCO International ***DIRECTORY OF NEW AND RENEWABLE ENERGY INFORMATION SOURCES*** and Research Centres" has just been published by James & James Science Publishers, London.

Containing 3,864 entries providing information on governmental organizations, research and information centres, professional associations, networks, training and educational institutions, databases/databanks, journals and reference publications from 170 countries, it is the printed version of the ENERGY DATABASE, part of UNESCO's Energy Information Programme and services.

The Directory, in printed ($135/£75) and diskette ($180/£120) versions, is available from James and James Science Publishers, 5 Castle Road, LondonNW1 8PR, U. K.

The Energy database is also available on CD-ROM ($200/1,100 FF) from UNESCO Publishing, 1 rue Miollis, 75352 Paris Cedex 15.

☞ *Energy Information, Engineering and Technology Division.*

NATURALLY YOURS ...

Can tourism and the conservation of the world's natural heritage go together?

"If you think there are problems now, wait and see what the next few years bring," warns Jim Thorsell.

Thorsell represented the International Union for the Conservation of Nature (IUCN) at a meeting of authorities from some 15 of the 100 natural sites on UNESCO's World Heritage List. For this *"first"*, held in Dakar (Senegal) from November 21-26, UNESCO and the United Nations Programme for the Environment (UNEP) chose the theme of *"tourism"*, which is considered a *"major problem"* at natural sites all over the world. And Jim Thorsell predicts that it *"will double in the next 10 years"*.

An investigation of 67 of the List's natural sites undertaken for the meeting, revealed that they are visited by more than 40 million people annually. Yellowstone Park in the United States alone receives some three million tourists each year. *"But 95 percent of them never leave the four percent of the area that is accessible,"* said the Park's representative Joseph Alston.

NO CONTROL

Natural sites have become eminently saleable property - for everyone except the parks themselves. According to Peter Wellings from Australia's Kakadu National Park, authorities have little of no control over promotion. *"A classic example is the widespread use of images of waterfalls in Kakadu that are not really accessible or are often dry during the tourist season. Criticism then tends to be levelled at the Park."*

Altogether though, the participants estimated that tourism should not be seen as *"the enemy"*. A mutually beneficial partnership should be envisaged. At the same time they agreed that *"sustainable tourism"* will require stricter rules.

High visitor number are not a problem everywhere though. *"When I talk to the Yellowstone authorities about the number of visitors I receive at Niokolo Koba, they laugh"* said the Senegalese reserve's representative. In effect, the American park receives as many visitors on one average day during the low season as the Senegalese site receives in a whole year - about 3,500. At many African sites, tourism is on the downturn, largely because of economic and political problems, and inter-ethnic strife. The Kahuzi Beiga reserve in Zaire, for example, which is home to the last of the mountain gorillas from the border regions straddling Burundi and Rwanda, has not received a single tourist in over a month. The Africans also stressed that their budgets were extremely modest for the huge areas they were supposed to manage.

This North-South gap was present throughout the debates. However, Mireille Jardin from UNESCO's World Heritage Centre believes the similarities between them will emerge in the quest to develop a sort of *"eco-tourism"*. *"The World Heritage List's natural sites have a vocation to serve as models. In this regard they have the highest of responsibilities."* *"They are "the Nobel Prize winners of reserves"* according to Jim Thorsell.

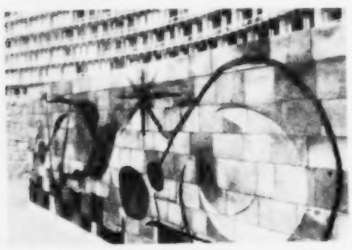
YELLOWSTONE'S "OLD FAITHFUL" IS VISITED BY SOME THREE MILLION PEOPLE ANNUALLY (Photo UNESCO/W. S. Keller).

The next step? One suggestion at *"this meeting of purists"* was an encounter with the tourism industry itself - which would represents *"a real revolution"*.

Nicolas MICHAUX
Dakar

●

"MIRÓ AND THE ARTS" was the theme of a colloquium organized at UNESCO on November 22 marking the 100 anniversary of the Spanish painter's birth. Friends, collaborators, artists, writers, art critics, poets and those others with whom he had shared "the colour of his dreams".



(Photo UNESCO/Berretty).

UNESCO headquarters boasts two of the artist's works, the "Wall of the Sun" and "Wall of the Moon", created with the ceramic artist Josep Llorens Artigas, which have been on display since the building's inauguration in 1958.

▼

The General Assembly of the States Parties to the ***WORLD HERITAGE CONVENTION*** has expressed its concern over the mounting threat to natural and cultural sites posed by armed conflicts, terrorist attacks and social upheavals. The Assembly, which coincided with UNESCO's General Conference (October 25 to November 16), adopted a declaration demanding that every State Party reinforce awareness among the population about the cultural and natural heritage through the media, education programmes and cultural events.
The meeting also saw the renewal of one-third of the 21-member World Heritage Committee, with the election of Japan, Lebanon and Niger and the re-election of Brazil, France, Italy and the United States.

UNESCO SOURCES

All articles are free of copyright restrictions and can be reproduced

NAGOYA'S URGENT POSTCARDS

An imaginative Japanese scheme is helping street kids in India.

"Before, what little money I earned was taken from me by my dad to buy drink - and yet he beat me. I get beaten here too, but at least I'm on my own and can eat whatever I earn."

Tayyab, 13, was speaking at New Delhi's main railway station, which he and over 500 other shelterless children call home. To survive, they work as unofficial porters or rag-pickers, caging food from trains.

"THE OLDER ONES TEACH THE OTHERS" - STREET CHILDREN IN NEW DELHI (Photo Jugnu Ramaswamy).

Like the about 100,000 youngsters in the Indian capital, who have been abandoned, or run away from poverty-stricken and often brutal homes, the station kids are down - but definitely not out.

"It's amazing how quickly even very young new arrivals become street smart," observes Jugnu Ramaswamy, of Street Survivors India, an NGO that he, his wife Shabnam and a few friends set up in 1990.

"They learn to make and use personal and social elbow room, whether with police, pimps, junkies or other street kids. But most are illiterate and all need some other kind of education too, just to survive."

The only way to help them, says Shabnam Ramaswamy, is to figure out who they really are and what they know - and work with them on their own terms. *"Mutual respect"*, she adds, *"is a tool, not a slogan. No wonder the older ones soon begin teaching the others."*

Her husband Jugnu explains: *"There's no sense in trying to make these kids into literate, polite citizens of a system that uses and brutalizes them. Rather, we attempt toequip them to understand and change themselves and the world around them."*

This stance has not always won praise and help, yet support has come, sometimes from unlikely sources. A police officer enabled Street Survivors to set up a learning centre on the roof of the New Delhi station's constabulary post, for example.

A contribution has also come from the National Federation of UNESCO Associations of Japan (NFUAJ) under UNESCO's Co-Action Learning Centre Programme

The New Delhi centre is one of seven literacy projects in six Asian countries supported, under the NFUAJ campaign, by the citizens of Nagoya, in central Japan, whose imaginative fund-raising scheme has spread throughout the country.

Pre-stamped but misaddressed or marred postcards and aerogrammes are collected and traded at the post office for valid cards and stamps which are then sold.

But isn't this a painful way of achieving barely symbolic results?

Replied Akihiro Chiba, a former UNESCO official and now a moving force behind the campaign: *"Symbolic? Maybe - but it's a symbol almost as big as Mt. Fuji!"* Last October 30, NFUAJ announced that 851,266 cards and letters had been traded in, yielding some $270,000. The New Delhi station's rooftop centre got $18,000.

For learners like Tayyab such centres are the only hope. There is nowhere else to learn or go, and no turning back.

"Sometimes", he recently mused, *"I feel like seeing my mother again. But I can't remember where my home is anymore."*

Arthur GILLETTE

●

ANDORRA on October 20, **UZBEKISTAN** and **NIUE** on October 26, become UNESCO's most recent Member States, with the signing of the Organization's Constitution and ratification agreements.
This brings the number of Member States to 181.

▼

Quantum mechanics researcher, Dr. Octavio Novaro-Penalosa (Mexico) is the winner of the biennial $15,000 ***UNESCO SCIENCE PRIZE***, awarded by Director-General Federico Mayor during a ceremony at Headquarters on November 8.
The Organization's four other science prizes were presented at the same time - the Kalinga Prize for the popularization of science going to Piero Angelo (Italy), the Javed Husain Prize for Young Scientists being awarded to the Paul Derek Beer (UK) and the Carlos J. Finlay Prize to James Michael Lynch (UK), James M. Tiedje (USA) and Antonie van Veen (The Netherlands) of the International Society of Soil Sciences.
The Sultan Qaboos Prize for Environmental Preservation, which carries a purse of $20,000, went to Jan Jenik of the Czech Republic for outstanding career in this field.

UNESCO SOURCES is a monthly magazine published by the United Nations Educational, Scientific and Cultural Organization. English and French editions are produced at Paris Headquarters; the Spanish and Catalan editions in cooperation with the UNESCO Centre of Catalonia, Mallorca 285, 08037 Barcelona, Spain.

Editor-in-Chief: R. Lefort. **Associate editors**: B. Werther, S. Williams, N. Michaux. **Assistant Managing Editor**: C. Mouillère. **Spanish edition**: E. Kouamou (Barcelona), C. Medrano (Paris). **Lay-out**: G. Traiano, F. Ryan. **Circulation and Secretariat**: D. Maarek.

Photoengraving and printing in UNESCO Workshops. **Distribution** by UNESCO's specialized services.

LOOKING AHEAD

Regional Planning **SEMINAR ON AIDS AND EDUCATION** Within the School System in Asia will be attended by about 65 experts in New Delhi (India) from January 10 to 14. An International workshop on **GROUNDWATER MONITORING AND RECHARGE IN SEMI-ARID AREAS**, organized by UNESCO and the International Association of Hydrogeologists (IAH) will take place in Hyderabad (India) from January 18 to 20. An International Symposium on **BUDDHIST RESEARCH INFORMATION** will be held at the Buddhist and Pali University in Colombo (Sri Lanka) from January 22 to 26 to establish standards for computerizing ancient scripts and set up a Computerized Research Centre to facilitate information exchange among Buddhist scholars worldwide. An interim meeting of the **INTERGOVERNMENTAL COUNCIL OF MOST**, a new international social science research programme being launched by UNESCO under the title "Management of Social Transformations", will be held at Headquarters from January 26 to 28. The 21st Session of the Scientific Committee of the **INTERNATIONAL GEOLOGICAL CORRELATION PROGRAMME** (IGCP), and the 22nd Session of the IGCP Board will be held at Headquarters from January 31 to February 4. An International Conference on **EFFICIENT UTILIZATION AND MANAGEMENT OF WATER RESOURCES IN AFRICA** will be organized by UNESCO, the International Association of Hydraulic Research (IAHR) and the Government of Sudan in Khartoum, from February 1 to 4. About 130 specialists will attend the Plenary Assembly of the Commission for the **GEOLOGICAL MAP OF THE WORLD** organized under UNESCO sponsorship, at Headquarters from February 7 to 11. A workshop on the **ECOLOGY AND MANAGEMENT OF AQUATIC-TERRESTRIAL ECOTONES** will be organized by UNESCO's Man and the Biosphere (MAB) and International Hydrological (IHP) programmes in Seattle, Washington (U.S.A.) from February 14 to 19.

OUR NEXT ISSUE will focus on **RENEWABLE ENERGIES**, with emphasis on **SOLAR ELECTRICITY**, their applications, notably in remote and rural areas, and UNESCO's role in promoting these technologies through training activities and information exchange.

UNESCO SOURCES